

Section 5: Creative Arts

This section addresses **Social-Emotional Development** through the content area of **Creative Arts**. This domain and content area are also closely connected to the other developmental domains of **Language, Physical Development and Cognition**. The significant correlation with the Kindergarten Curriculum Standards is in the areas of **Music, Dance, Visual Arts and Theater**.

This section also correlates to **Head Start Performance Standard**:

1304.21(a)(4)(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue

Creative Arts for 0 through 4 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL- EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Coos and smiles to pleasant sounds	
				Cries at harsh sounds	
				Becomes calm when sung to or talked to in soothing voice	
				Kicks and wiggles in response to familiar sounds	
		Art	Begins to focus on and show fascination for fun toys and activities	Looks toward a moving toy or mobile	
		Movement and Dramatic Play	Begins to discover his/her body	Watches hands	
				Starts to bring things to mouth	
				Kicks and wiggles upon hearing familiar sounds	

Creative Arts for 5 through 8 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Coos and laughs to pleasant sounds and experiences	
				Cries at harsh sounds	
				Becomes calm when sung to or talked to in soothing voice	
			Begins to use sounds	Delights in new ability to produce sounds (smacks lips, squeals on purpose)	
				Explores sounds (shakes rattle; bangs blocks together; bats ball with lights and sounds in it)	
				Enjoys own music and noises (bangs spoon on tray; smiles, makes noise over and over again)	
		Art	Focuses on and shows fascination for fun things	Explores a toy held in her hand intensely	
		Movement and Dramatic Play	Begins to have some control of body	Sits up; rocks on hands and knees; attempts to crawl	
				Uses body to make sounds (slaps tray, bangs blocks, splashes water in tub)	

Creative Arts for 9 through 12 months (9 months to 1 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Smiles and laughs as response to pleasant sounds and experiences	
				Claps or bounces up and down to music	
				Becomes calm when sung to or talked to in soothing voice	
		Uses sounds		Experiments with sounds (dumps blocks, pots and pans on floor and repeats this until satisfied)	
				Enjoys own music and noises (claps and giggles at sound, makes sounds with mouth and tongue)	
		Art	Focuses on and shows fascination for fun things	Explores shapes of objects	
		Movement and Dramatic Play	Has more control of body	Changes position smoothly	
			Begins to purposefully act on his environment	Begins to walk and explores world	
				Still slaps and bangs objects up and down, but with more control and deliberate effort	

Creative Arts for 13 through 18 months (1 year to 1-1/2 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Smiles and laughs as response to pleasant sounds and experiences	
				Claps or bounces up and down, moves whole body to music	
				Becomes calm when sung to or talked to in soothing voice	
				Makes connections between sounds and objects	
			Uses sounds	Mimics sounds (repeats sounds that are heard)	
				Plays with the different pitches of sounds	
		Art	Focuses on and shows fascination for fun things	Explores shapes of objects (begins to try to put together puzzles and explore shape relationships; stacks objects and plays with a peg board)	
				Explores the feel of different mediums -- play dough, water, different textures of fabrics	
		Movement and Dramatic Play	Has more control of body	Changes position smoothly; responds to music or rhythm	
				Walks and explores world	
			Begins to purposefully act on his environment	Uses objects such as a spoon on a pan to make different sounds	

Creative Arts for 19 through 24 months (1-1/2 years to 2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Responds rapidly to sounds she hears; smiles and laughs at pleasing sounds; cries or fusses at unpleasant sounds	
				Imitates the flow and inflections of conversations as he jabbars or plays with toys	
				Claps, bounces, and begins to "dance " to music	
				Repeats an action again and again to hear the sound	
				Giggles while to trying to imitate finger plays (Itsy, Bitsy Spider)	
			Use sounds	Sings a favorite song to self while rocking or swinging	
				Experiments with different sounds, using a variety of items found in the environment	
		Art	Focuses on and shows fascination for fun things	Pours or dumps water, sand, rice, etc. from container to container	
				Experiments with play dough and explores the different sensations	
			Explores color	Separates objects by color	
				Identifies "favorite" color; repeatedly chooses that crayon or paint color	
			Scribbles and paints	Holds crayon with a steady grip and makes scribbles on paper	
		Movement and Dramatic Play	Has more control of body	Plays "follow the leader" around a simple course	
			Begins to purposefully act on his environment	Babbles in a flow of word sounds while pretending to "talk" to stuffed animals	
				Tries to make toys "work" after watching others push the buttons or twist the handle	

Creative Arts for 25 through 30 months (2 years to 2-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Smiles and laughs as response to pleasant sounds and experiences	
				Dances to music	
				Initiates singing or dancing or playing instrument	
			Use sounds	Hums or sings a familiar song	
				Enjoys own music and noises (makes up variation of simple tune or rhyme)	
		Art	Focuses on and shows fascination for fun things	Builds with blocks; experiments with shapes and sizes as he builds	
				Shows preference for pictures or colors	
			Scribbles and paints	Uses fingers, crayons, big brushes, markers to make marks	
				Scribbles with crayons or markers, holding marker in several kinds of grasps, but beginning to use thumb and fingertips	
			Experiments with materials, explores different sensations; begins to make rudimentary objects	Enjoys playing with clay, play dough, large crayons, markers and paper	
		Movement and Dramatic Play	Has more control of body	Darts, runs, jumps, climbs with joy; pretends to be bird, truck, etc. as she moves	
				Takes first steps at pretend play; pretends to be fire fighter with fire hat, or momma with a doll	
				Enjoys silly songs, games (Ring Around the Rosie)	
				Enjoys pretending to be different objects (elephant, monkey, tree in the wind) with suggestion from adult	

Creative Arts for 25 through 30 months (2 years to 2-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL- EMOTIONAL DEVELOPMENT	Creative Arts	Movement and Dramatic Play	Begins to purposefully act on his environment	Imitates the ways adults use tools and appliances around the house	
				Combines toys in complex ways, such as using play dough in the dramatic play area to represent food, or using teddy bears to have a "tea party"	
				Initiates finger plays	

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Can participate in group singing activities for short period of time	
			Use sounds	Initiates singing, dancing or playing instrument	
				Uses pan or bowl to make band instruments and bangs on them to make sounds	
		Art	Focuses on and shows fascination for fun things	Enjoys feeling, smelling, squishing and swirling but does not produce a "product" at the end of the activity	
			Scribbles and paints	Uses crayons to make dots, small lines, and swirls, and then describes what he sees	
			Experiments with materials and explores the different sensations-begins to make rudimentary objects	Uses senses of smell, touch, taste, sight and hearing to experience objects	
		Movement and Dramatic Play	Has more control of body	Can pretend to be different animals and effectively characterize the animal	
				Enjoy creative movement such as "hopping like a kangaroo," "flying like a bird" etc.	
			Begins to purposefully act on his environment	Thrives on riding and action toys and pretends to be riding on a truck, motorcycle, plane, etc.	
				Runs with ease, stops and starts with precision	
				Plays actively in the dramatic area, sometimes watching and sometimes imitating actions; exhibits cooperative play in the center	

Creative Arts for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Participates in group music experiences	
				Explores, with increasing interest and enjoyment, a variety of music activities, including listening, singing, finger plays, games and performances	
				"Plays with" with a variety of musical instruments; may use them in unique ways	
			Uses sounds	Explores vocal pitch sounds	
		Art	Focuses on and shows fascination for fun things	Begins to develop ability to work independently; begins to establish a sense of "order" in art's messy mediums by use and practice with each medium	
				Begins to demonstrate some care and some persistence in a variety of art projects, often trying one medium many	
			Scribbles and paints	Begins to add some detail to drawings, paintings, models and other art creations	
			Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and materials in a variety of ways for creative expression and representation	
			Responds to artistic creations or events	Begins to share opinions about artistic products and experiences	
		Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt through music	
				Shows growth in moving to music	
				Imitates and pretends to be different characters	
			Begins to purposefully act on his environment	Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	
				Takes things apart and starts to try to fit things together; enjoys the process of destruction and recreation	

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT	Creative Arts	Music	Responds to sounds	Participates in group music experiences	Singing 1.0, 2.0 & 3.0
				Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances	
				Experiments with a variety of musical instruments	
			Uses sounds	Explores vocal pitch sounds	
				Begins willingness to sing alone as well as with the group	
		Art	Focuses on and shows fascination for fun things	Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects	Visual Art I & II
			Scribbles and paints	Progresses in abilities to create drawings, paintings, models and other art creations that have more detail	
			Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and material in a variety of ways for creative expression and representation	
			Responds to artistic creations or events	Begins to understand and share opinions about artistic products and experiences	
	Creative Arts	Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt and heard in various musical tempos; responds to changes in tempo or genre	Dance 1.1&1.2
				Shows growth in moving in time to different patterns of beat and rhythm in music	
				Imitates and pretends to be different characters	
		Begins to purposefully act on the environment		Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	
				Participates with others in dramatic play, negotiating roles and setting up events	